

Grade Four

Virginia Studies: 1607 to Present

The standards for fourth-grade students allow them to explore the rich history of Virginia from 1607 to the present. Geographic, economic, and civic concepts continue to be presented within this historic context. Students should use geographic tools to analyze the influence of physical and cultural geography on Virginia history. Fourth graders should also focus on concepts of economic interdependence and the historic ideas that form the foundation of political institutions in Virginia and the United States. Historic and current examples of monetary exchange, credit, and taxation should be compared, and students should begin examination of constitutional documents and the structure and operation of state government.

- 4.1 The student will explain the impact of geographic factors in the expansion and development of Virginia, with emphasis on
 - the location of American Indians, various European settlers, and African slaves; and
 - the location and growth of cities in relation to the Atlantic Ocean, the Chesapeake Bay, major rivers, the fall line/fall zone, and the Shenandoah Valley.
- 4.2 The student will use the concepts of absolute location (e.g., using grid systems) and relative location (e.g., direction, reference to neighboring states, and water features) to
 - locate and identify on maps and globes his/her local city or county, Virginia, the other original states, the United States, Western Europe, and West Africa;
 - explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, and industries and the general patterns of economic growth in Virginia;
 - illustrate how communities in Virginia differ in physical features, such as land use, population density, architecture, services, and transportation; and
 - construct physical maps and three-dimensional models that include the essential map elements and the geographic regions of Virginia (Tidewater, Piedmont, Ridge and Valley, Allegheny Plateau), and the U.S. (Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, Coastal Range).
- 4.3 The student will explain the economic, social, and political life of the Virginia colony, with emphasis on
 - its political and economic relationship to England and other nations;
 - characteristics and contributions of various groups of people;
 - the role of money, banking, saving, and credit in colonial Virginia;
 - reasons for, and Virginia's role in, the American Revolution;
 - the backgrounds, motivations, and contributions of George Washington, George Wythe, Thomas Jefferson, James Madison, James Monroe, Patrick Henry, and other prominent Virginians in the Revolutionary era; and
 - the significance of the Charters of the Virginia Company of London, the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, and the Declaration of Independence.
- 4.4 The student will describe the social and political life of Virginians between the Revolutionary War and the end of the Civil War, with emphasis on
 - the contributions of Virginians to the establishment of the U.S. Constitution and Bill of Rights, and the success of the new national government;
 - conflicts between northern and southern states and within Virginia, including Nat Turner's Rebellion, and events leading to secession; and
 - Virginia's role in the Civil War, including major battles and leaders in the Confederate army, including Robert E. Lee, J.E.B. Stuart, and Thomas "Stonewall" Jackson.

- 4.5 The student will evaluate the social, political, and economic life in Virginia from the Reconstruction Period to the 20th century, with emphasis on
- the Reconstruction Period and its impact on politics and government, the economy, demographics, and public opinion;
 - the impact of segregation and Jim Crow laws; and
 - the economic and social transition from a rural, agricultural society to a more urban, industrialized society.
- 4.6 The student will trace the history of Virginia in the 20th century, with emphasis on
- the accomplishments of prominent Virginians, including Woodrow Wilson, Harry F. Byrd, Sr., L. Douglas Wilder, and Arthur Ashe;
 - social and political events linked to desegregation and Massive Resistance and their relationship to national history;
 - the impact of advances in transportation and communication on migration, economic development, and the integration of Virginia into the U.S. economy and eastern Virginia into the northeast megalopolis;
 - the role of money, banking, saving, and credit in contemporary Virginia; and
 - the types of taxes collected and the types of services provided by each level of government.
- 4.7 The student will develop historical analysis skills including
- identifying, analyzing, and making generalizations about the life in Virginia history using primary sources including artifacts, diaries, letters, photographs, art, documents, and newspapers;
 - distinguishing fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events; and
 - summarizing and sequencing major events in Virginia history from 1607 to the present and locating significant places and events on a map.